

CR's Pre-Work Checklist

30 minutes before you leave for work – use this checklist to make sure you are ready

At 10:00 a.m. if you are working the 11-3 shift

At 2:00 if you are working the 3-8 shift

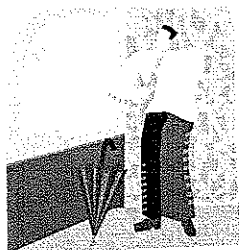
- ____ 1. Check to make sure you are clean shaven
If you are not, make a note to yourself to shave before tomorrow
- ____ 2. Check to make sure you have showered and are clean
If you have not, make a note to yourself to shower before tomorrow
- ____ 3. Check your uniform to make sure it is neat and clean
 - ____ Is your shirt buttoned up (one from the top)?
 - ____ Are there any buttons missing?
 - ____ Does your shirt need ironing?
 - ____ Is your hat on straight?
 - ____ Do you have your apron?
 - ____ Is your apron tied? Ask for help if you need it.
- ____ 4. Check your shoes to make sure they are clean and free of dirt
If not, ask for a wet paper towel and wipe them off.
- ____ 5. Make sure you have enough money in your wallet for coffee, if you want some.
 - ____ \$4.00
- ____ 6. Make sure you have enough cigarettes for your breaks
 - ____ 2-3 cigarettes
 - ____ Matches or a lighter
- ____ 7. Make sure you have a packed meal if you work the 3-8:00 pm shift
 - ____ Packed meal

Pre-Work Checklist



✓ BATHING – KEEPING YOUR BODY CLEAN

<input type="checkbox"/>	TAKE A SHOWER OR BATH (WITHIN 24 HOURS)
<input type="checkbox"/>	WASH FACE
<input type="checkbox"/>	WASH UNDERARMS
<input type="checkbox"/>	USE DEODORANT
<input type="checkbox"/>	COMB/BRUSH/STYLE HAIR



✓ DRESSING – BRINGING YOUR GEAR

<input type="checkbox"/>	PUT ON CLEAN SHIRT – BRING CLEAN UNIFORM SHIRT
<input type="checkbox"/>	PUT ON CLEAN UNDERWEAR
<input type="checkbox"/>	PUT ON CLEAN PANTS – BRING WORK PANTS
<input type="checkbox"/>	PUT ON CLEAN SHOES
<input type="checkbox"/>	BRING WORK SHIRT, PANTS, APRON, NAME TAG



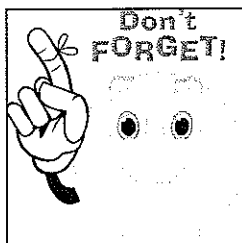
✓ ORAL HYGIENE – TAKING CARE OF YOUR MOUTH

<input type="checkbox"/>	BRUSH YOUR TEETH WITH TOOTHPASTE
<input type="checkbox"/>	FLOSS
<input type="checkbox"/>	RINSE YOUR MOUTH WITH MOUTHWASH
<input type="checkbox"/>	DENTURES – MAKE SURE THEY ARE CLEAN
<input type="checkbox"/>	



✓ FOOD – EATING HEALTHY AND PREPARING MEALS

<input type="checkbox"/>	EAT A HEALTHY BREAKFAST
<input type="checkbox"/>	EAT SLOWLY AND USE GOOD MANNERS
<input type="checkbox"/>	MAKE A HEALTHY LUNCH TO BRING TO WORK
<input type="checkbox"/>	CHECK LUNCH FOR ACCURACY
<input type="checkbox"/>	



✓ OTHER TASKS TO REMEMBER BEFORE YOU LEAVE THE HOUSE

<input type="checkbox"/>	SHAVING – MAKE SURE FACIAL HAIR IS TRIMMED
<input type="checkbox"/>	NAILS – MAKE SURE THEY ARE CLEAN AND TRIMMED
<input type="checkbox"/>	MEDICATION – MAKE SURE YOU TAKE MEDICATION
<input type="checkbox"/>	GLASSES –WEAR EVERYDAY
<input type="checkbox"/>	TUES & THURS – BRING WORK SHIRT, APRON, PANTS

Speech Exercises for Work

**It is important to practice your speech exercises for work
at least once every day.**

1. Sitting in a chair, with good posture (sitting up straight) - Take 5 deep breaths
 - INHALE (Through the nose) Relax abdominal muscles - stomach pushes out.
 - EXHALE (Through the mouth) Contract abdominal muscles - stomach pushes in.
2. Practice producing s-s-s-s-s sound. How long can you keep the “S” sound going?
 - Time yourself with a clock or a watch.
3. Practice saying vowel sounds: “Ah” “EEE” “OOO” “AYYY” “I” for as long as you can.
 - Concentrate on producing lots of air. (Place the fingers in front of the mouth to feel for the airstream.)
4. Practice saying the following phrases you will use at work. Three times each. Take a deep breath before saying each phrase.
 - “Can I help you with anything?”
 - “I am not sure where that is. I am a new employee”
 - “Let me find someone who can help you.”
 - “I think I know where that is.”
 - “Would you like me to show you?”
 - “Is there anything else I can help you with?”
 - “Have a nice day.”
5. Remember that you are doing a GREAT job!
6. Everyone is VERY proud of you!

Mary T. Maryland

On Site Observation Report

Client Name: _____

Job Site: _____

Dates of Employment: _____

Date of Evaluation: _____

Job Title: _____

Supervisor: _____

Job Coach: _____

Evaluator: _____

1. Punctuality (Arrival & break times): Check One

Never Punctual _____
Seldom Punctual _____
Usually Punctual _____
Frequently Punctual _____

Comments:

2. Attendance (since date of hire): Check One

Absent more than 3 days _____
Absent 3 days _____
Absent 2 days _____
Absent 1 day _____
Perfect Attendance _____

Comments:

3. Breaks : Check One

Often rude & inappropriate _____
Occasionally inappropriate _____
Usually shows good manners _____
Frequent good manners _____
Consistent excellent manners _____

Comments:

4. Appearance (hygiene/clothing) Check One

Very poor _____
Need improvement _____
Adequate _____
Good _____
Exceptional _____

Comments:

5. Knowledge of work: Check One

Almost none _____
Limited _____
Adequate _____
Good understanding _____
Excellent _____

Comments:

6. Cooperation (with supervisor): Check One

Poor _____
Has difficulty _____
Generally cooperative _____
Gets along well _____
Excellent _____

Comments:

7. Interaction (with co-workers): Check One

Poor _____
Has difficulty _____
Generally cooperative _____
Gets along well _____
Excellent _____

Comments:

Mary T. Maryland

8. **Communication:** Check One Comments:
- Inadequate for the job _____
Sometimes difficult _____
Adequate for the job _____
Better than required _____
Excellent _____
9. **Seeks Help (as needed w/ appropriate person):** Check One Comments:
- Never _____
Not often _____
Usually _____
Most of the time _____
Always _____
10. **Quantity of work (Volume, amount, speed):** Check One Comments:
- Very slow _____
Insufficient work _____
Moderate _____
Rapid _____
Highly productive _____
11. **Quality of work (accuracy, neatness, thoroughness):** Check One Comments:
- Poor _____
Rather careless _____
Meets requirements _____
Highly accurate _____
Exceptional _____
12. **Independence:** Check One Comments:
- Needs constant supervision _____
Needs frequent checking _____
Needs occasional checking _____
Seldom needs checking _____
Independent _____
13. **Overall Proficiency:** Check One Comments:
- Needs immediate improvement _____
Fair _____
Adequate _____
Good _____
Highly proficient _____
14. **Use of Job Coach (to assist with performing duties):** Check One Comments:
- Needs constant help from job coach _____
Occasionally needs help from job coach _____
Rarely needs help from job coach _____
Never needs help from job coach _____

Mary T. Maryland

Do you wish to meet with a representative from Lifequest Mary T. Maryland to discuss the progress of this employee? ☐ No ☐ Yes If yes, give contact name & info. for follow up:

Have you been provided with information on how to work with an employee with a brain injury?
☐ No ☐ Yes

Date Completed: _____

Completed by: (print name) _____ Title: _____

Signature: _____

****Your employee participates in a residential program run by Lifequest of Mary T. Maryland, 820 Ritchie Highway, Severna Park, MD. If you need more information, please feel free to contact Deb Cottrill, Vocational Counselor for Lifequest, Mary T. Maryland, at (410) 544-6813.**

Mary T. Maryland

Employee Self Report

Name: _____
Job Site: _____
Date of Employment: _____
Date of Evaluation: : _____

Job Title: _____
Supervisor: _____
Job Coach: _____
Evaluator: _____

1. Punctuality (Arrival & break times): Check One

Never Punctual _____
Seldom Punctual _____
Usually Punctual _____
Frequently Punctual _____

Comments:

2. Attendance (since date of hire): Check One

Absent more than 3 days _____
Absent 3 days _____
Absent 2 days _____
Absent 1 day _____
Perfect Attendance _____

Comments:

3. Breaks : Check One

Often rude & inappropriate _____
Occasionally inappropriate _____
Usually shows good manners _____
Frequent good manners _____
Consistent excellent manners _____

Comments:

4. Appearance (hygiene/clothing) Check One

Very poor _____
Need improvement _____
Adequate _____
Good _____
Exceptional _____

Comments:

5. Knowledge of work: Check One

Almost none _____
Limited _____
Adequate _____
Good understanding _____
Excellent _____

Comments:

6. Cooperation (with supervisor): Check One

Poor _____
Has difficulty _____
Generally cooperative _____
Gets along well _____
Excellent _____

Comments:

7. Interaction (with co-workers): Check One

Poor _____
Has difficulty _____
Generally cooperative _____
Gets along well _____
Excellent _____

Comments:

Mary T. Maryland

8. **Communication:** Check One Comments:
- Inadequate for the job _____
- Sometimes difficult _____
- Adequate for the job _____
- Better than required _____
- Excellent _____
9. **Seeks Help (as needed w/ appropriate person):** Check One Comments:
- Never _____
- Not often _____
- Usually _____
- Most of the time _____
- Always _____
10. **Quantity of work (Volume, amount, speed):** Check One Comments:
- Very slow _____
- Insufficient work _____
- Moderate _____
- Rapid _____
- Highly productive _____
11. **Quality of work (accuracy, neatness, thoroughness):** Check One Comments:
- Poor _____
- Rather careless _____
- Meets requirements _____
- Highly accurate _____
- Exceptional _____
12. **Independence:** Check One Comments:
- Needs constant supervision _____
- Needs frequent checking _____
- Needs occasional checking _____
- Seldom needs checking _____
- Independent _____
13. **Overall Proficiency:** Check One Comments:
- Needs immediate improvement _____
- Fair _____
- Adequate _____
- Good _____
- Highly proficient _____
14. **Use of Job Coach (to assist with performing duties):** Check One Comments:
- Needs constant help from job coach _____
- Occasionally needs help from job coach _____
- Rarely needs help from job coach _____
- Never needs help from job coach _____

Signature: _____

Date: _____

Mary T. Maryland

Supervisor's Evaluation of Employee

Name: _____ Job Title: _____
Job Site: _____ Supervisor: _____
Dates of Employment: _____ Job Coach: _____

Please check the answer that best represents your opinion about the employee's progress to date.

1. **Punctuality (Arrival & break times):** Check One Comments: _____
Never Punctual _____
Seldom Punctual _____
Usually Punctual _____
Frequently Punctual _____

****Note:** Your employee is not independent in his transportation to and from work at this time. He relies on transportation from his job coach from PDG Rehab. and program staff from Lifequest by Mary T.

2. **Attendance (since date of hire):** Check One Comments: _____
Absent more than 3 days _____
Absent 3 days _____
Absent 2 days _____
Absent 1 day _____
Perfect Attendance _____

3. **Breaks :** Check One Comments: _____
Often rude & inappropriate _____
Occasionally inappropriate _____
Usually shows good manners _____
Frequent good manners _____
Consistent excellent manners _____

4. **Appearance (hygiene/clothing)** Check One Comments: _____
Very poor _____
Need improvement _____
Adequate _____
Good _____
Exceptional _____

5. **Knowledge of work:** Check One Comments: _____
Almost none _____
Limited _____
Adequate _____
Good understanding _____
Excellent _____

6. **Cooperation (with supervisor):** Check One Comments: _____
Poor _____
Has difficulty _____
Generally cooperative _____
Gets along well _____
Excellent _____

Mary T. Maryland

- | | | |
|--|-----------|-----------|
| 7. Interaction (with co-workers): | Check One | Comments: |
| Poor | _____ | |
| Has difficulty | _____ | |
| Generally cooperative | _____ | |
| Gets along well | _____ | |
| Excellent | _____ | |
|
8. Communication: | Check One | Comments: |
| Inadequate for the job | _____ | |
| Sometimes difficult | _____ | |
| Adequate for the job | _____ | |
| Better than required | _____ | |
| Excellent | _____ | |
|
9. Seeks Help (as needed w/ appropriate person): | Check One | Comments: |
| Never | _____ | |
| Not often | _____ | |
| Usually | _____ | |
| Most of the time | _____ | |
| Always | _____ | |
|
10. Quantity of work (Volume, amount, speed): | Check One | Comments: |
| Very slow | _____ | |
| Insufficient work | _____ | |
| Moderate | _____ | |
| Rapid | _____ | |
| Highly productive | _____ | |
|
11. Quality of work (accuracy, neatness, thoroughness): | Check One | Comments: |
| Poor | _____ | |
| Rather careless | _____ | |
| Meets requirements | _____ | |
| Highly accurate | _____ | |
| Exceptional | _____ | |
|
12. Independence: | Check One | Comments: |
| Needs constant supervision | _____ | |
| Needs frequent checking | _____ | |
| Needs occasional checking | _____ | |
| Seldom needs checking | _____ | |
| Independent | _____ | |
|
13. Overall Proficiency: | Check One | Comments: |
| Needs immediate improvement | _____ | |
| Fair | _____ | |
| Adequate | _____ | |
| Good | _____ | |
| Highly proficient | _____ | |

Mary T. Maryland

14. Use of Job Coach (to assist with performing duties):

Check One

Comments:

- Needs constant help from job coach _____
Occasionally needs help from job coach _____
Rarely needs help from job coach _____
Never needs help from job coach _____

Do you wish to meet with a representative from Lifequest Mary T. Maryland to discuss the progress of this employee? _____ No _____ Yes

If yes, give contact name & info. for follow up:

Have you been provided with information on how to work with an employee with a brain injury?
_____ No _____ Yes

Date Completed: _____

Completed by: (print name) _____ Title: _____

Signature: _____

****Your employee participates in a residential program run by Lifequest of Mary T. Maryland, 820 Ritchie Highway, Severna Park, MD. If you need more information, please feel free to contact Deb Cottrill, Vocational Counselor for Lifequest, Mary T. Maryland, at (410) 544-6813.**

Lifequest by Mary T. Maryland
Guidelines for Employers
Working with a Person with a Brain Injury

You have hired an employee who is the survivor of a brain injury. As you already know, sometimes a person with a disability can end up being one of your best employees. Part of developing your new employee into an outstanding employee is to understand how to work best with them in learning their new job and job duties.

The ability to learn new information at times is compromised in a person with a brain injury, while previously stored information remains intact and easier to recall. This can be confusing to a supervisor, co-worker or employer. The person with a brain injury may rely on previous learning strategies, even though they are no longer effective.

STRATEGIES

Listed here are strategies for improving the success of a person with a brain injury on the job.

Attention/Concentration

Some people with brain injuries find it hard to pay attention or concentrate, especially over an extended period of time. They may not remember the question that was asked or all the parts of a question. A task may not be finished, simply because the person becomes distracted easily or moves onto something else. Strategies for improving attention and concentration can include:

- Reduce distractions in the area (i.e., such as music, TV, talking)
- Divide tasks into smaller sections (i.e., have the person complete one small task at a time; and suggest times and expectations for completion)
- Ask the person to summarize the information orally that has just been presented (i.e., "Can you tell me what I just asked you to do?")
- Use cue words to alert the person to pay attention (e.g., "listen," "look," "name")
- Establish a nonverbal cueing system (e.g., eye contact, touch) to remind the person to pay attention

Memory

This is the ability to mentally record and store information and recall it when needed. Short-term memory often is affected by a brain injury. Strategies to help improve a person's memory skills can include:

- Frequently repeat information and summarize it
- Have the person use notepaper or a dry erase board to make task lists and check that it is correctly filled out
- Teach the person to use devices such as post-it notes, calendars and assignment books as self-reminders
- Teach the person to categorize or chunk information to aid retention (i.e., Things to do before finishing work)
- Demonstrate techniques such as mental rehearsal and use of special words or examples as reminders
- Link new information to the person's relevant prior knowledge
- Provide the opportunity for hand over hand demonstration of tasks you want them to remember

Lifequest by Mary T. Maryland
Guidelines for Employers
Working with a Person with a Brain Injury

Organization

The ability to arrange information, materials and activities in an orderly way is essential to learning. Otherwise, the person may seem confused and unable to sort things out. When organizational abilities are affected by brain injury, employers and co-workers can help by providing the person with:

- Additional time for review of the information
- Written checklists of steps for complex tasks with instructions for checking off each completed step in an assignment or task
- Written schedule of daily routines and reinforcements for referring to schedule
- Someone to review the schedule at the start of the day and organize materials for the day
- Written cues for organizing an activity (i.e., first you do this, next you do this)
- Practice sequencing material
- Color-coded materials if necessary (i.e., books, notebooks, supplies)

Following Directions

Following directions is formally defined as the ability to execute a series of steps to accomplish a task or assignment. Following directions is critical for completing life tasks, such as chores and being successful at work. Employers can help the person who has difficulty in this area by:

- Providing oral and written instructions
- Asking the person to repeat instructions back to them
- Underlining or highlighting significant parts of directions or written assignments
- Rewriting complex directions into simple steps
- Giving directions, asking person to perform the task, checking for accuracy and then providing immediate feedback
- Slowing down the pace of instruction

Conclusion

All of the areas referenced above are related closely. Attention, concentration, memory, organization and following directions depend on complex brain functions that are interrelated. Each brain injury affects each person differently. These strategies can be used readily and easily at work and at home, although it usually takes some trial and error to figure out which strategies are most effective for each person, and time is needed for the person to learn how to use these strategies. But the success that can result is well worth the effort.

If you need more information, please feel free to contact Deb Cottrill, Vocational Counselor for Lifequest, Mary T. Maryland, at (410) 544-6813.